



Profesor: Pablo García Loeza

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Horas de Oficina: TR 9-12 o *con cita*

Oficina: Chitwood 110

TEXTOS: Carmen Carney y Carlos Coria Sánchez, *Entre socios: Español para el mundo profesional*, 1ª ed., New York: McGraw Hill, 2010.

- Otros recursos: <http://www.latinamericanstudies.org>;

http://www.sba.gov/espanol/Primeros_Pasos/como_redactar_el_plan.html

DESCRIPCIÓN Y OBJETIVOS: The main objective of this course is the development of advanced speaking, reading and writing skills appropriate for business contexts within the Spanish-speaking world. However, this will be a language course as much as a culture one. We will consider the business environment by exploring the relevant histories and current realities of Spanish-speaking countries (contexts). Moreover, we will discuss appropriate business strategies by looking at media, social conventions, and ethical business practices. Discrete grammar points may be reviewed as needed. By the end of the course students will be conversant in Spanish about the way business was, is, and should be done in the Spanish-speaking world. The course will be conducted in Spanish.

REQUISITOS: Asistencia y participación activa (10%), presentaciones en clase (36%), 4 pruebas (16%), 3 cartas (9 %), proyecto final (29%). All presented/submitted work must be in Spanish; grammar, vocabulary, accuracy and fluency will be taken into account. It is expected that students will strictly abide by WVU's code of conduct. (<http://www.arc.wvu.edu/rightsa.html>)

- **Asistencia:** Attendance to every session is mandatory. There will be no excused absences. However, you have four (4) unexcused absences which you may use at your discretion. Missing more than four sessions will seriously impact your final grade. If for any reason you expect to miss five or more sessions, you should seriously consider dropping the course. Please be on time.

- **Participación:** Active participation is a very important component of this course; the following criteria will be used to evaluate class participation:

A range: Very dynamic engagement in all class activities: Student is consistently prepared for class sessions, very often begins interaction, participates actively and promotes participation in partnered and group activities, collaborates keenly in the creation of the learning environment.

B range: Active engagement in all class activities: Student is generally prepared for class sessions, often begins interaction, participates actively in partnered and group activities, collaborates in the creation of the learning environment.

C range: Moderate engagement in class activities: Student is irregularly prepared for class sessions, seldom begins interaction, participates moderately in partnered and group activities.

D range: Very little engagement in class activities: Student is seldom prepared for class sessions, never begins interaction, participates little in partnered and group activities.

F No visible engagement in class activities: Student is usually unprepared for class sessions, doesn't participate in partnered and group activities, interferes with the creation of the learning environment.

- Presentaciones en clase (5): There will be five group presentations in class (see grading rubric). The presentations will be on the following topics:

- 1) *Historical and social context*: groups will present on the geography, the history, and the society of a Latin American region as well as other factors that explain their economic (under)development.
- 2) *Economic and commercial context*: groups will present on the current economic and commercial environment of a specific Latin American country where they plan to launch their business venture. Presentations should include up-to-date information on such things as banking, trade, business centers, government regulations, per capita income, etc. (Business Plan part 1)
- 3) *Business venture*: groups will present the business venture they plan to launch. Presentation should include a selling description and justification of the venture. (Business Plan part 1 and 2)
- 4) *Marketing campaign*: groups will do a presentation of the multimedia marketing campaign that they have planned for their venture. Creativity is encouraged; high quality production will be awarded extra-credit points. (Business Plan part 3)
- 5) *Fair trade and labor justice*: groups will research and present on a specific fair trade product or labor justice issue providing its historical background and explaining the current situation.

- Pruebas (4): There will be four short quizzes during the course of the semester. They will include vocabulary and course content questions.

- Cartas (3): You will be asked to write three letters on business related matters. (See grading rubric)

- Final Project: The final project, which will be prepared throughout the course, will be a proposal of a business venture in a Latin American country. It may be setting up a franchise, launching a product of service, starting a company, etc. It will take the form of a modified business plan which will include:

- 1) *Executive summary*
- 2) *Context analysis* (where?, why there? why now?)
- 2) *Description of the business* (what does it do?)
- 3) *Marketing* (plan a mixed-media marketing campaign; creativity sells [and gets awarded good grades])
- 4) *Management and finance* (who and how?)

The plans will be presented in lieu of the final exam. The presentation should be thoroughly professional and convincingly sell your product to potential investors. A written version of the business plan must be submitted at the time of the presentation. (See the e-campus document "Writing a business plan _modified")

PROGRAMA DEL CURSO

Fecha	Pruebas y Tareas	Preparación en casa / Discusión en clase
08/24		Presentaciones e introducción al curso
08/26	Leer en casa: p. 5-7	Cap. 1: p. 4-8
08/31	Leer: p. 10-11 y 12-13	Cap. 1: p. 10-15
09/02		Presentaciones: contexto histórico y social (enfoque regional)
09/07	Leer: p. 25-27	Cap. 2: p. 23-28
09/09	Leer: p. 31 y 32-35	Cap. 2: p. 31-35
09/14		Presentaciones: contexto histórico y social (enfoque regional)
09/16	Prueba 1 (Caps. 1 y 2) Leer: p. 45-46	Cap. 3: p. 43-47
09/21	Leer: p. 51-52 y 53-55	Cap. 3: p. 51-56
09/23		Presentaciones: contexto económico y comercial (enfoque nacional)

Fecha	Pruebas y Tareas	Preparación en casa / Discusión en clase
09/28	Leer: p. 65-67	Cap. 4: p. 64-68
09/30	Carta 1 (p. 36, #1 o #2) Leer: p. 72 y 74-76	Cap. 4: p. 71-77
10/05		Presentaciones: contexto económico y comercial (enfoque nacional)
10/07		Película: <i>Nueve reinas</i>
10/12		Película: <i>Nueve reinas</i> , final y discusión
10/14	Prueba 2 (Caps. 3 y 4) Leer: p. 86-88	Cap. 5: p. 85-90
10/19	Leer: p. 93-94 y 95-98	Cap. 5: p. 92-98
10/21		Presentaciones: proyecto de negocio
10/26		Presentaciones: proyecto de negocio
10/28	Carta 2 (p. 99, #1) modificación: una carta dirigida a un potencial socio local proponiendo su servicio o producto e invitándolo a formar una sociedad. Leer: p. 105-107	Cap. 6: p. 104-107
11/02	Leer: p. 111-112 y 113-116	Cap. 6: p. 111-117
11/04		Presentaciones: Campaña publicitaria
11/09	Prueba 3 (Caps. 5 y 6) Leer: p. 126-127	Cap. 7: p. 124-129
11/11	Leer: p. 133-135 y 136-140	Cap. 7: p. 132-141
11/16		Presentaciones: Campaña publicitaria
11/18	Carta 3 (p. 117, #1) modificación: una carta dirigida al director de una empresa publicitaria explicando sus ideas para la campaña de su servicio o producto Leer: p. 150-154	Cap. 8: 149-155
11/23	NO HAY CLASE	ACCIÓN DE GRACIAS
11/25	NO HAY CLASE	ACCIÓN DE GRACIAS
11/30	Leer: p. 158-160 y 162-164	Cap. 8: p. 158-164
12/02	Prueba 4 (Caps. 7 y 8)	Presentaciones: Comercio ético y justicia laboral
12/07		Presentaciones: Comercio ético y justicia laboral
12/09		Comida de negocios

Fecha y hora del examen final: Jueves 16 de Diciembre de 8:00 a 10:00 AM

PRESENTATION GRADING CRITERIA				
Aspect	Excellent (A range)	Good (B range)	Acceptable (C range)	Poor (D range)
1. In general	Very thorough and engaging	Thorough and engaging	Somewhat thorough and engaging	Partial and uninteresting
2. Preparation	Presenter is evidently very well prepared	Presenter is evidently well prepared	Presenter is somewhat prepared	Presenter is evidently not well prepared
3. Content	Content shows a full investigation of the topic	Content shows a good investigation of the topic	Content shows an acceptable investigation of the topic	Content shows a minimal investigation of the topic
4. Organization	Presentation is logically organized	Presentation is logically organized	Presentation is fairly well organized	Presentation is poorly organized
5. Speech	Speech is clear and distinct 90% of the time	Speech is clear and distinct 80% of the time	Speech is clear and distinct 70% of the time	Speech is clear and distinct less than 70% of the time
6. Language	Grammar and vocabulary are accurate 90% of the time	Grammar and vocabulary are accurate 80% of the time	Grammar and vocabulary are accurate 70% of the time	Grammar and vocabulary are accurate less than 70% of the time
7. Questions/Issues	Discussion questions/issues addressed are pertinent and interesting	Discussion questions/issues addressed are pertinent and interesting	Discussion questions/issues addressed are pertinent and interesting to some extent	Discussion questions/issues addressed are not very pertinent or interesting
8. Audience engagement	Presenter proactively engages the audience as a whole and encourages participation and discussion	Presenter engages the audience as a whole and encourages participation and discussion	Presenter attempts to engage the audience as a whole and to encourage participation and discussion	Presenter attempts to engage the audience as a whole and to encourage participation and discussion
9. Audience feedback	Verbal and non-verbal feedback from the audience demonstrates a high degree of interest and engagement	Verbal and non-verbal feedback from the audience demonstrates interest and engagement	Verbal and non-verbal feedback from the audience demonstrates some interest and engagement	Verbal and non-verbal feedback from the audience demonstrates little interest and engagement

WRITTEN ASSIGNMENT GRADING CRITERIA				
Aspect	Excellent (A range)	Very Good (B range)	Average (C range)	Poor (D range)
1. In general	A pleasure to read	Interesting to read	Readable	Challenging
2. Topic	Well-thought-out and carefully developed topic with effective supporting detail	Topic may not be fully explored; some ideas may be inadequately supported or irrelevant	Topic is explored only superficially; many unsupported or irrelevant ideas	Most ideas are superficial and/or irrelevant
3. Content	Clear thesis; reader questions were fully anticipated in selecting information; very interesting ideas	Main ideas stand out; most reader questions were anticipated in selecting information; interesting ideas in places	Few reader needs were anticipated in selecting information	Shows no awareness of reader needs
4. Organization	fluid and logical idea flow; balanced and well paced	Sequencing of ideas sometimes choppy or disconnected; reader may sometimes have difficulty following flow of ideas	Ideas frequently confused and/or disconnected, with logical breakdowns apparent; reader frequently has difficulty "getting the point" of message as communicated	Logical organization absent
5. Grammar	Wide range of structures with few or no significant errors	Adequate range of structures, but little variety; tends to overuse simple constructions; both significant and minor errors present, but meaning seldom obscured	Limited range of structures with control of grammar uncertain; errors frequent, especially when more complex constructions attempted; meaning often confused or obscured	Frequent and persistent errors of basic grammar and sentence construction; meaning blocked as text dominated by errors
6. Vocabulary	Language choices appropriate for topic, purpose and reader; excellent use of idioms and precise, colorful vocabulary	Language choices usually appropriate for topic, purpose and reader; vocabulary accurate but may be somewhat limited	Language choices sometimes inappropriate for topic, purpose and reader; vocabulary very limited, with overuse of imprecise or vague terms	Language choices often inappropriate for topic, purpose and reader; range of vocabulary extremely limited
7. Conventions	Little or no evidence of English interference; very few or no faults with respect to spelling, accentuation or punctuation	some errors or interference from English may be present but meaning rarely obscured; occasional faults in spelling, accentuation or punctuation.	English interference evident, particularly with respect to idioms; meaning often confused or obscured; frequent errors in spelling, accentuation or punctuation	English interference frequent; persistent errors in spelling, accentuation and punctuation